Athens City Schools	Doug Settles
Question/Page	Indicator: Partial
GS 11 Pre-service (i.e. for student interns & pre GS 11 address identified needs. (Response show	
Question/Page	<u>Indicator:</u> <u>No</u>
PI 19 Positive results of surveys of parents who PI 19 activities, when available, increase.	participate in program improvement

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Bedford County Schools	Jani	in Brock
Question/Page	<b>Indicator:</b>	<u>Partial</u>
GS 11 Pre-service (i.e. for student interns & practicum of GS 11 address identified needs. (Response should be based)		
Question/Page	Indicator:	<u>Partial</u>
PI 20 Results of program improvement activities reflect PI 20 children with disabilities	the identified need	ls of parents of
Question/Page  FLRE 27 Children receive timely re-evaluations.	Indicator:	Partial
Question/Page  FLRE 28 Are high school *completion/exit rates (%) for characters for non-disabled a Certificate of Attendance, or a Sp. Ed. Diploma.	children? Complet	
Question/Page  FLRE 29 ESY Services are available across all categories of	Indicator:	Partial sability.

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Bledsoe County Schools <i>Question/Page</i>	Doug Settles  Indicator: Partial
GS 09 Are there sufficient numbers of qualified teach GS 09 related service providers to meet the identified disabilities? (current school year)	hers (including staff on waivers) and d needs of all children with
Question/Page	Indicator: Partial
GS 11 Pre-service (i.e. for student interns & practic GS 11 address identified needs. (Response should be	
Question/Page	Indicator: No
ECT 13 Transition training is provided jointly to Part ECT 13 response to their identified needs (Training).	s, not 90-day meetings)
<u>Question/Page</u> ECT 14 Professional Staff and parents provide transit ECT 14 meetings)	<u>Indicator:</u> <u>No</u> tion planning. (i.e. 90-day planning
Question/Page	Indicator: Partial
PI 19 Positive results of surveys of parents who par PI 19 activities, when available, increase.	ncipate in program improvement
Question/Page	<u>Indicator:</u> <u>Partial</u>
PI 20 Results of program improvement activities rep PI 20 children with disabilities	
Question/Page	<u>Indicator:</u> <u>Partial</u>
FLRE 26 Children receive timely evaluations including	children transitioning from Part C.

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Question/Page	Indicator:	<u>No</u>
FLRE 27 Children receive timely re-evaluations.		
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	~~~~~	~~~~~~~
Question/Page	Indicator:	<u>Partial</u>
FLRE 38 Training in positive behavioral interventions is provide	ed to address	identified needs.
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	~~~~~	.~~~~~~~
Question/Page	Indicator:	<u>No</u>
FLRE 41 All placement options are available to meet the individ	ual needs of o	children with
FLRE 41 disabilities.		
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	~~~~~	~~~~~~

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Bradford Special Schools	Nano	cy Turnbo
Question/Page	Indicator:	<u>Partial</u>
GS 01 Are efforts for "child find," "evaluation," and "provi GS 01 (through interagency joint agreements and other med	v	c," coordinated?
Question/Page	Indicator:	<u>Partial</u>
GS 11 Pre-service (i.e. for student interns & practicum stud GS 11 address identified needs. (Response should be based		
Question/Page	Indicator:	Partial
ECT 13 Transition training is provided jointly to Parts B & C ECT 13 response to their identified needs (Training's, not 9)		
Question/Page	<u>Indicator:</u>	.~~~~~~ <u>Partial</u>
FLRE 39 Appropriate functional behavior assessments and being FLRE 39 children with disabilities (as needed) increase.*	havior plans pr	ovided to
Question/Page  ST 45 Available linkages to transition services providers no ST 45 increase.	Indicator: ot affiliated with	Partial  the LEA
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	~~~~~	.~~~~~~

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istol City Schools	Fran	k Gosnell
Question/Page	Indicator: Partial	
GS 11 Pre-service (i.e. for student interns & practicum GS 11 address identified needs. (Response should be b		
Question/Page  ECT 13 Transition training is provided jointly to Parts B  ECT 13 response to their identified needs (Training's, r	•	•
Question/Page  ECT 16 Are families of children not eligible for services  ECT 16 other appropriate services by their child's third		No ned about
Ouestion/Page PI 20 Results of program improvement activities reflect	Indicator: the identified need	Partial  Is of parents of
PI 20 children with disabilities   Question/Page  FLRE 26 Children receive timely evaluations including ch	~~~~~~ <u>Indicator:</u> ildren transitioning	~~~~~~ <u>Partial</u> from Part C.
Ouestion/Page OR 50 Facilities that serve students with disabilities are	Indicator: e comparable & acc	<b>Partial</b> essible.

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Steve I	eve Boggan	
<u>Indicator:</u> <u>Po</u>	<u>artial</u>	
cticum students) and in-servided be based on how needs ider		
<u>Indicator:</u> Po	artial	
arts B & C providers and partings)	rents in ~~~~~	
<u>Indicator:</u> Po	artial	
participate in program impro	~~~~	
	Indicator: Pacticum students) and in-servicul be based on how needs idented by the based on how needs idente	

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Claiborne County Schools	Frank Gosnell
Question/Page	<u>Indicator:</u> <u>Partial</u>
GS 11 Pre-service (i.e. for student interns & practice GS 11 address identified needs. (Response should be	,
Question/Page	<u>Indicator:</u> <u>No</u>
ECT 13 Transition training is provided jointly to Parts ECT 13 response to their identified needs (Training's,	1
Question/Page	Indicator: Partial
PI 19 Positive results of surveys of parents who parts PI 19 activities, when available, increase.	icipate in program improvement
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

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County Schools	Marti Sparks
Question/Page	Indicator: Partial
GS 11 Pre-service (i.e. for student interns & practi GS 11 address identified needs. (Response should	,
Ouestion/Page PI 20 Results of program improvement activities re PI 20 children with disabilities	<b>Indicator: Partial</b> reflect the identified needs of parents o
Question/Page ST 45 Available linkages to transition services pro	Indicator: Partial  oviders not affiliated with the LEA

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Cleveland City Schools	Dou	ig Settles
Question/Page	Indicator:	<u>Partial</u>
GS 11 Pre-service (i.e. for student interns & practicum stud GS 11 address identified needs. (Response should be based	,	
Question/Page	Indicator:	<u>Partial</u>
PI 20 Results of program improvement activities reflect the PI 20 children with disabilities	identified need	ds of parents of
Question/Page  FLRE 26 Children receive timely evaluations including children	Indicator: n transitioning	Partial from Part C.
Question/Page  FLRE 27 Children receive timely re-evaluations.	Indicator:	<u>Partial</u>
Question/Page	Indicator:	Partial
FLRE 28 Are high school *completion/exit rates (%) for childred FLRE 28 comparable to completion rates for non-disabled childred a Certificate of Attendance, or a Sp. Ed. Diploma.	dren? Comple	tion = G.E.D.
Ouestion/Page OR 50 Facilities that serve students with disabilities are com	Indicator:	<u>Partial</u>

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on City Schools	Marti	Marti Sparks	
Question/Page	<u>Indicator:</u>	<u>Partial</u>	
GS 11 Pre-service (i.e. for student intered GS 11 address identified needs. (Response)	*		
Question/Page	Indicator:	Partial	
PI 21 Parents of children with disabilit PI 21 their non-disabled peers.	ties are informed of progress at least	as often as	
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	~~~~~~~~~	.~~~~~	
	T 11 .	D 1	
Question/Page	<u>Indicator:</u>	<u>Partial</u>	

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Grainger County Schools	Mai	ti Sparks
Question/Page	Indicator:	<u>Partial</u>
GS 11 Pre-service (i.e. for student interns & practicum student GS 11 address identified needs. (Response should be based of the company of t	,	
Question/Page	Indicator:	<u>Partial</u>
ECT 13 Transition training is provided jointly to Parts B & C ECT 13 response to their identified needs (Training's, not 90		
Question/Page	Indicator:	<u>Partial</u>
PI 19 Positive results of surveys of parents who participate PI 19 activities, when available, increase.	in program im	provement
Question/Page FLRE 27 Children receive timely re-evaluations.	<u>Indicator:</u>	<u>Partial</u>
Question/Page	Indicator:	<u>No</u>
FLRE 28 Are high school *completion/exit rates (%) for childre FLRE 28 comparable to completion rates for non-disabled child a Certificate of Attendance, or a Sp. Ed. Diploma.	dren? Comple	tion = G.E.D.
Question/Page  FLRE 38 Training in positive behavioral interventions is provident to the second control of the	Indicator: led to address	Partial identified needs.

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Hardeman County Schools	Stev	ve Boggan
Question/Page	Indicator:	<u>Partial</u>
GS 11 Pre-service (i.e. for student interns & practicum stud GS 11 address identified needs. (Response should be based a		
Question/Page  ECT 13 Transition training is provided jointly to Parts B & C  ECT 13 response to their identified needs (Training's, not 90)		
Question/Page PI 19 Positive results of surveys of parents who participate PI 19 activities, when available, increase.		<b>Partial</b> provement
Ouestion/Page  ST 42 Is the* percentage rate of youth with disabilities grad  ST 42 diploma comparable to that for youth without disabili		<b>Partial</b> general
Question/Page  ST 45 Available linkages to transition services providers not ST 45 increase.	Indicator: t affiliated with	Partial  the LEA
Question/Page OR 50 Facilities that serve students with disabilities are com	Indicator: uparable & acc	Partial ressible.

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<b>Houston County Schools</b>	Jan	in Brock
Question/Page	Indicator:	<u>Partial</u>
PI 20 Results of program improvement activities reflect the PI 20 children with disabilities	identified need	ls of parents of
Question/Page  FLRE 27 Children receive timely re-evaluations.	Indicator:	<u>Partial</u>
Question/Page	Indicator:	Partial
FLRE 39 Appropriate functional behavior assessments and beh FLRE 39 children with disabilities (as needed) increase.*	avior plans pr	ovided to

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Humboldt City Schools	Nancy Turnbo
Question/Page	<u>Indicator:</u> <u>Partial</u>
GS 11 Pre-service (i.e. for student interns & GS 11 address identified needs. (Response)	,
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
Question/Page	Indicator: Partial
FLRE 39 Appropriate functional behavior asse FLRE 39 children with disabilities (as needed)	1 1
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
Question/Page	Indicator: Partial
OR 50 Facilities that serve students with dis	abilities are comparable & accessible.
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

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Johnson City Schools	Fran	nk Gosnell
Question/Page	Indicator:	<u>Partial</u>
GS 11 Pre-service (i.e. for student interns & practicum st GS 11 address identified needs. (Response should be base		
Question/Page	Indicator:	Partial
ECT 13 Transition training is provided jointly to Parts B & ECT 13 response to their identified needs (Training's, not	-	•
Question/Page	Indicator:	<u>No</u>
PI 19 Positive results of surveys of parents who participal PI 19 activities, when available, increase.	ite in program im	provement
Question/Page		.~~~~~ <u>No</u>
OR 49 Minority students are assessed and identified as in OR 49 process equitable to that used for non-minority students.		(IG) through a

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		ti Sparks
Question/Page		<u>Partial</u>
GS 11 Pre-service (i.e. for student interns & practicum GS 11 address identified needs. (Response should be ba		
Question/Page	Indicator:	<u>Partial</u>
ECT 16 Are families of children not eligible for services to ECT 16 other appropriate services by their child's third b		ned about
Question/Page	Indicator:	Partial
PI 20 Results of program improvement activities reflect PI 20 children with disabilities	•	
Question/Page		Partial
PI 21 Parents of children with disabilities are informed PI 21 their non-disabled peers.		st as often as
Question/Page	Indicator:	<u>Partial</u>
FLRE 26 Children receive timely evaluations including chil		-
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		
Question/Page	<u>Indicator:</u>	<u>Partial</u>
	Indicator:	<u>Partial</u>
Question/Page	Indicator: Indicator:	<u>Partial</u> ~~~~~ <u>Partial</u>

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<b>Lewis County Schools</b>	Jan	in Brock
Question/Page	Indicator:	<u>Partial</u>
GS 11 Pre-service (i.e. for student interns & practicum stud GS 11 address identified needs. (Response should be based		
Question/Page	Indicator:	<u>No</u>
PI 19 Positive results of surveys of parents who participate PI 19 activities, when available, increase.	in program im	provement
Question/Page	Indicator:	<u>No</u>
PI 20 Results of program improvement activities reflect the PI 20 children with disabilities	identified need	ls of parents of
Question/Page FLRE 26 Children receive timely evaluations including children	Indicator: on transitioning	<u>No</u> from Part C.
Question/Page  FLRE 27 Children receive timely re-evaluations.	Indicator:	<u>No</u>
Question/Page  FLRE 36 Are suspension and expulsion rates for children with FLRE 36 those for children without disabilities?	Indicator: disabilities co	No mparable to

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Lincoln County Schools	Jani	in Brock
Question/Page	Indicator:	<u>No</u>
GS 11 Pre-service (i.e. for student interns & practicum s GS 11 address identified needs. (Response should be bas		
Question/Page	<u>Indicator:</u>	<u>No</u>
PI 21 Parents of children with disabilities are informed PI 21 their non-disabled peers.	of progress at leas	st as often as
Question/Page	Indicator:	<u>No</u>
FLRE 28 Are high school *completion/exit rates (%) for chi FLRE 28 comparable to completion rates for non-disabled of		
a Certificate of Attendance, or a Sp. Ed. Diploma.	~~~~~~	~~~~~~
Question/Page	<b>Indicator:</b>	<u>No</u>
ST 45 Available linkages to transition services providers ST 45 increase.	not affiliated with	n the LEA
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<b>Loudon County Schools</b>	Mar	ti Sparks
Question/Page	<b>Indicator:</b>	<u>Partial</u>
GS 11 Pre-service (i.e. for student interns & practicum student GS 11 address identified needs. (Response should be based	,	
Question/Page PI 21 Parents of children with disabilities are informed of	Indicator: progress at leas	<u>Partial</u> st as often as
PI 21 their non-disabled peers.	~~~~~	.~~~~~~
Question/Page	Indicator:	<u>Partial</u>
FLRE 26 Children receive timely evaluations including childre	n transitioning	from Part C.

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Madison Cou	anty Schools	Stev	e Boggan
<u>Questi</u>	on/Page	<b>Indicator:</b>	<u>Partial</u>
	Pre-service (i.e. for student interns & practicum stud address identified needs. (Response should be based	,	O
	on/Page	Indicator:	<u>Partial</u>
	Are suspension and expulsion rates for children with those for children without disabilities?	disabilities co	mparable to
Questic	on/Page	Indicator:	Partial
	Do children with disabilities, beginning at age 14 or y include a statement of transition service needs that for of study?	0	
~~~~	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	.~~~~~~~	~~~~~~

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Iaryville City Schools	Mar	ti Sparks
Question/Page	Indicator:	<u>Partial</u>
GS 11 Pre-service (i.e. for student inte GS 11 address identified needs. (Resp		
Question/Page	<u>Indicator:</u>	<u>Partial</u>
PI 19 Positive results of surveys of pop PI 19 activities, when available, incre		provement
Question/Page		Partial
PI 20 Results of program improvement PI 20 children with disabilities	nt activities reflect the identified need	s of parents of
Question/Page		Partial
PI 21 Parents of children with disabile PI 21 their non-disabled peers.	lities are informed of progress at leas	t as often as
Question/Page		Partial
FLRE 28 Are high school *completion/ex FLRE 28 comparable to completion rates a Certificate of Attendance, or	s for non-disabled children? Complet	ion = G.E.D.
Question/Page	<u>Indicator:</u>	<u>Partial</u>
FLRE 39 Appropriate functional behavio	or assessments and behavior plans pro	ovided to

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Moore County Schools	Hira	m Tate
Question/Page	Indicator:	<u>Partial</u>
GS 11 Pre-service (i.e. for student interns & practicum stud GS 11 address identified needs. (Response should be based		
Question/Page		<u>Partial</u>
ECT 13 Transition training is provided jointly to Parts B & C ECT 13 response to their identified needs (Training's, not 90	•	•
Question/Page	Indicator:	<u>No</u>
PI 19 Positive results of surveys of parents who participate PI 19 activities, when available, increase.	in program im	provement 
Question/Page	Indicator:	<u>Partial</u>
PI 22 Parents and staff are appropriately informed about por PI 22 responsibilities	arental rights	and
Question/Page PI 23 Parents are actively involved in decision making for t	<u>Indicator:</u> heir children	<u>Partial</u>
Question/Page  FLRE 26 Children receive timely evaluations including children	Indicator:  transitioning	Partial from Part C.

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erton County Schools	Mar	rti Sparks
Question/Page	Indicator:	<u>Partial</u>
GS 01 Are efforts for "child find," "evaluation," and "provis GS 01 (through interagency joint agreements and other mechanisms.		;" coordinated?
Question/Page	<u>Indicator:</u>	<u>No</u>
GS 11 Pre-service (i.e. for student interns & practicum stud GS 11 address identified needs. (Response should be based		
Question/Page	Indicator:	Partial
ECT 13 Transition training is provided jointly to Parts B & C ECT 13 response to their identified needs (Training's, not 90)		
Question/Page	Indicator:	<u>No</u>
PI 19 Positive results of surveys of parents who participate PI 19 activities, when available, increase.		•
Question/Page	Indicator:	
PI 20 Results of program improvement activities reflect the PI 20 children with disabilities	identified need	ls of parents o
Question/Page	Indicator:	Partial
FLRE 39 Appropriate functional behavior assessments and beh FLRE 39 children with disabilities (as needed) increase.*	avior plans pr	ovided to

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Sequatchie County Schools  Question/Page	Dou <i>Indicator:</i>	g Settles  Partial
GS 01 Are efforts for "child find," "evaluation," and "provis GS 01 (through interagency joint agreements and other mech	ion of services	
Question/Page	Indicator:	~~~~~ <u>Partial</u>
GS 11 Pre-service (i.e. for student interns & practicum stud GS 11 address identified needs. (Response should be based		
Question/Page	<u>Indicator:</u>	<u>Partial</u>
ECT 13 Transition training is provided jointly to Parts B & C ECT 13 response to their identified needs (Training's, not 90)	•	•
Ouestion/Page PI 19 Positive results of surveys of parents who participate PI 19 activities, when available, increase.	Indicator: in program im	No provement
Question/Page PI 20 Results of program improvement activities reflect the PI 20 children with disabilities	•	Partial  Is of parents of
Question/Page FLRE 27 Children receive timely re-evaluations.	<u>Indicator:</u>	<u>Partial</u>
Ouestion/Page  ST 42 Is the* percentage rate of youth with disabilities grad  ST 42 diploma comparable to that for youth without disabili	Indicator: uating with a g	<u>Partial</u>

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Ouestion/Page
ST 45 Available linkages to transition services providers not affiliated with the LEA ST 45 increase.

Ouestion/Page
Indicator: Partial

ST 47 Do youth with disabilities, beginning at age 14 or younger, if appropriate ST 47 participate in transition planning.

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**Sumner County Schools** 

Hiram Tate

<u>Question/Page</u> <u>Indicator:</u> <u>Partial</u>

OR 50 Facilities that serve students with disabilities are comparable & accessible.

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Tipton County Schools	Steve Boggan
Question/Page	Indicator: Partial
PI 19 Positive results of surveys of parents who pa PI 19 activities, when available, increase.	erticipate in program improvement
Question/Page	<u>Indicator:</u> <u>No</u>
FLRE 26 Children receive timely evaluations including	g children transitioning from Part C.
Question/Page	Indicator: Partial
OR 48 Minority students are assessed and identified OR 48 process equitable to that used for non-minor	,
Question/Page	<u>Indicator:</u> <u>No</u>
OR 49 Minority students are assessed and identified OR 49 process equitable to that used for non-minor	
Question/Page	Indicator: Partial
OR 50 Facilities that serve students with disabilities.	
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	.~~~~~~~~~~~~~~~

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#### **Trenton Special Schools**

Nancy Turnbo

Question/Page

Indicator: Partial

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training
GS 11 address identified needs. (Response should be based on how needs identified)

Question/Page

Indicator: Partial

PI 21 Parents of children with disabilities are informed of progress at least as often as

PI 21 their non-disabled peers.

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n Buren County Schools	Mar	ti Sparks
Question/Page	<b>Indicator:</b>	<u>No</u>
GS 11 Pre-service (i.e. for student interns & practicum student GS 11 address identified needs. (Response should be base	,	
Question/Page	Indicator:	<u>No</u>
ECT 13 Transition training is provided jointly to Parts B & ECT 13 response to their identified needs (Training's, not	•	•
Question/Page	<u>Indicator:</u>	<u>No</u>
PI 20 Results of program improvement activities reflect the PI 20 children with disabilities	ne identified need	ls of parents o
Question/Page	Indicator:	Partial
PI 23 Parents are actively involved in decision making for	r their children ~~~~~	~~~~~~
	To Position	<b>3.7</b> -
Question/Page	<u>Indicator:</u>	<u>No</u>

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